

Oakfield Primary School Equality Policy (including Equality Information and Objectives)

Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

School Context

Information about the school:

- The school's population is smaller in size than the average primary school.
- The number of pupils known to be eligible for free school meals, supported under pupil premium funding is lower than average.
- The proportion of pupils with SEN support and an Education Health Care Plan (EHCP) is higher than National average.
- Pupils come from a predominantly White British background. The next largest minority ethnic group consists of pupils from a Black-African background.

Oakfield Primary School June 2017

Total Pupils: 208

FSM: 12%

Ethnicity (other than WBR): 11%

SEND: 18%

Principles

To fulfil our legal obligations, we are guided by a number of principles.

1. All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics.

4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

5. We aim to reduce and remove inequalities and barriers that already exist

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

Application of the principles within this policy statement:

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum

- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our School Equality policy on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available through the school office

Date approved by the Governing Body: June 2017

Date for policy review: June 2021

Equalities Information

Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- Input from staff surveys and through staff meetings / INSET
- Feedback from the School Council, PSHE lessons, school surveys on children's attitudes.
- Conferencing of vulnerable children and children with identified needs.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

Pupil-related data

Information	Evidence and commentary
Attainment in Reading by gender End of KS1 July 16	Average attainment of boys in reading was 86% ARE Average attainment of girls in reading was 87% ARE Average attainment for boys was well above National average (70%) and girls were also well above National average (78%)
Attainment in Writing by gender End of KS1 July 16	Average attainment of boys in writing was 43% ARE Average attainment of girls in writing was 80% ARE Average attainment for boys was below National average (59%) and girls was above National average (73%)
Attainment in maths by gender End of KS1 July 16	Average attainment of boys in maths was 64% ARE Average attainment of girls in maths was 93% ARE Average attainment for boys was below National average (72%) and girls was above National average (74%)
Attainment of Pupil Premium in Reading End of KS1 July 16	Average attainment of Pupil Premium in reading was 80% ARE Average Attainment of Pupil Premium in reading was above National Average (78%)
Attainment of Pupil Premium in Writing End of KS1 July 16	Average attainment of Pupil Premium in writing was 60% ARE Average Attainment of Pupil Premium in writing was below National Average (70%)
Attainment of Pupil Premium in Maths End of KS1 July 16	Average attainment of Pupil Premium in maths was 80% ARE Average Attainment of Pupil Premium in maths was above National Average (77%)

Attainment in Reading by gender End of KS2 July 16	Average attainment of boys in reading was 36% ARE Average attainment of girls in reading was 63% ARE Average attainment for boys was significantly below National average (62%) and girls was below National average (70%)
Attainment in Writing by gender End of KS2 July 16	Average attainment of boys in writing was 93% ARE Average attainment of girls in writing was 94% ARE Average attainment for boys and girls were significantly above National average (boys - 68% ; girls 81%)
Attainment in maths by gender End of KS2 July 16	Average attainment of boys in maths was 50% ARE Average attainment of girls in maths was 69% ARE Average attainment for boys was below National average (70%) and girls were broadly in line with National average (70%)
Attainment of Pupil Premium in Reading End of KS2 July 16	Average attainment of Pupil Premium in reading was 43% ARE Average Attainment of Pupil Premium in reading was significantly below National Average (71%)
Attainment of Pupil Premium in Writing End of KS2 July 16	Average attainment of Pupil Premium in writing was 86% ARE Average Attainment of Pupil Premium in writing was above National Average (79%)
Attainment of Pupil Premium in Maths End of KS2 July 16	Average attainment of Pupil Premium in maths was 29% ARE Average Attainment of Pupil Premium in maths was significantly below National Average (75%)

Staff data

As a small school with under 150 employees we are not required to publish this data.

Other information

Information	Evidence and commentary
Attendance at parents evenings 2016/17	There are no differences in the proportions of parents with known disabilities who attend parents' evening compared to non-disabled parents.
Governor representation as at September 2016	9 Male, 4 Female Our governors are currently all White British and as such we intend to explore ways to encourage more people onto the governing body to represent ethnic diversity.
Volunteers as at June 2017	Our volunteers are mainly White British females.

Qualitative information

The school has published various policies on the school's website. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: *June 2017*

Date for review and re-publication: *June 2018*

Equality Objectives

Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- involvement of the School Council
- staff survey
- contact with parents representing pupils with particular protected characteristics
- contact with the local community and disability organisations

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1: To raise the % of boys writing and maths to be in line with girls and national at the end of KS1

Objective 2: To raise the % of PP writing to be in line with national at the end of KS1

Objective 3: To raise the % of boys writing and maths to be in line with girls and national at the end of KS2

Objective 4: To raise the % of PP reading and maths to be in line with national at the end of KS2

Objective 5: To continue to promote good attendance for all children so that there are no differences between groups of children.

Date of publication: June 2017

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